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ABSTRACT

Under the Improving America's Schools Act of 1994, the eligibility requirement to become a Title I schoolwide program is relaxed. As a result, there will be a dramatic increase in the number of schoolwide programs. The Kentucky Department of Education saw a critical need to develop a planning guide to be used for technical assistance to eligible schools. The guide is designed to be used in technical-assistance meetings or as a step-by-step process by the school throughout the planning year. It discusses the roles of the school-district coordinator, school principal, teachers, and parents in developing an effective schoolwide program. Appendices contain a needs-assessment guide, a parent questionnaire, a list of resources (model programs and publications), a checklist for local-education-agency approval of a Title I plan, a sample Title I schoolwide plan for state-education agency approval, and an article on school restructuring. (LMI)

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ED 386 786

SCHOOLWIDE PROGRAM PLANNING GUIDE 1995-96

A CATALYST FOR REFORM

The secret to success is doing things schoolwide, because you will never change with just one teacher doing things differently. You need the entire school and its parents with you; you need to learn what works and what doesn't.

Principal, four years with a schoolwide program

Kentucky Department of Education

Office of Special Instructional Services
Division of Program Resources
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PREFACE

As we prepare for the new authorization of the Improving America's Schools Act of 1994 (IASA), the federal government's largest commitment to elementary and secondary education, we must rethink the way we have traditionally served children in high-poverty schools. As research has shown, poor children who go to schools with high concentrations of poverty are falling farther behind despite our best efforts to help them. It is time to reform our nation's poorest schools, and the Title I program can contribute to this effort in new ways, particularly through innovative and comprehensive schoolwide programs (SWP) focused on helping every child meet higher standards. These programs hold great potential for reforming whole schools, rather than working at the edges by focusing only on individual categorical programs that operate in the schools for a small part of the child's instructional time. (Richard W. Riley, Secretary, U.S. Department of Education)

This Kentucky Department of Education guide provides information on schoolwide programs which includes the following: a definition, key features, a planning process, suggested activities during the planning year and a planning checklist. It discusses the roles of the school district coordinator, school principal, teachers and parents in accomplishing an effective schoolwide program. There is a lengthy appendix section that includes helpful documents.

We encourage you to draw upon this guide to plan and implement a successful schoolwide program. A properly planned schoolwide program will help ***all children achieve high standards.***

TAC 8-456

The following is an abstract for ERIC publication.

SCHOOLWIDE PROGRAM PLANNING GUIDE 1995-96

Under the Improving America's Schools Act of 1994, the eligibility requirement to become a Title I schoolwide program is relaxed. As a result, there will be a dramatic increase in the number of schoolwide programs. The Kentucky Department of Education saw a critical need to develop a planning guide to be used for technical assistance to eligible schools. The guide takes the school through a year-long planning process. It contains a sample needs assessment guide as well as information on the components of a schoolwide program and on school restructuring. It may be used in technical assistance meetings or as a step-by-step process by the school throughout the planning year.

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DEFINITION OF A SCHOOLWIDE PROGRAM

What is a Schoolwide Program (SWP)? Schoolwide programs are designed to reform the instructional program of the school. Under the Improving America's Schools Act of 1994, a school with a poverty level of 60% or greater in 1995-96 (50% thereafter) is eligible to plan a schoolwide program. Schoolwide programs may commingle Title I resources with other resources to upgrade the entire educational program of the school.

This school year (1994-95) in Kentucky, 134 out of 200 eligible schools operate schoolwide programs. The projected count of eligible SWPs for 1995-96 at 60 percent poverty level is 408 schools and at 50 percent poverty level is 567 schools. The Title I Branch of the Division of Program Resources saw a critical need to develop a SWP planning guide to be used for technical assistance to eligible schools. That technical assistance is taking the form of meetings across the Commonwealth at selected sites, in order to draw several schools together at one time. In the early stages, it is recommended that each school bring a committee of three: principal, teacher member of School Based Decision Making Council and a parent . The meetings will continue throughout 1995-96 school year as the Kentucky Department of Education Title I staff attempts to meet with every eligible (60% and 50% poverty level) school to assist in the plan and implementation of a schoolwide program.

Successful schoolwide programs will demonstrate and establish these characteristics:

- successfully implement schoolwide decision making
- create effective working plans for improvement through school transformation plans (STP)
- integrate other existing categorical programs into a coherent instructional program for all children
- allocate available resources more effectively
- provide ongoing support to classroom teachers
- institute instructional reforms for disadvantaged students.

KEY FEATURES OF SUCCESSFUL SCHOOLWIDE PROGRAMS

Schools start down pathways to success for different reasons, and they take various routes. Although no single set of features is common to all schoolwide programs, the following are basic to many of those studied:

-An agreed-upon vision for all students, based on higher academic standards and adequate designs and plans to implement the vision;

-A clear focus on academic achievement;

-Extended planning and a collaborative program design;

-A well-defined organization and management structure;

-A strong professional community;

-Cultural inclusiveness;

-Parent and community involvement; and

-Evidence of school and student progress.

One point practitioners repeat is that Title I "schoolwide programs are never fully implemented, but are constantly evolving" (Schenck and Beckstrom, 1993, III-3).

Source: *An Idea Book: Implementing Schoolwide Projects*, U.S. Department of Education, 1994.

TARGETED ASSISTANCE SCHOOL vs. SCHOOLWIDE PROGRAM

There are two types of programs under Title I: Targeted Assistance Schools and Schoolwide Programs. The following chart compares the two programs.

Advantage of a Schoolwide Program: There is increased flexibility in the use of Title I funds in a schoolwide program. The school is not required to identify particular children or to provide supplemental services to those children. Because funds may be used in combination with other federal, state and local funds to upgrade the entire educational program in the school, all students benefit. Title I services in a targeted assistance school are limited to Title I students.

Targeted Assistance School	Schoolwide Program
Definition: A school ineligible to be a schoolwide program or that chooses to not operate one or that is planning a schoolwide program must use funds only for programs that provide services for children identified as in greatest need of assistance.	**Definition**: A school with at least 60% low-income for 1995-96 (50% for 1996-97) is eligible to plan a schoolwide program. A schoolwide program must upgrade the entire educational program in the school.
School Allocation: The school's allocation is based on the number of low-income children in the school. A district may use "banding" as a way to allocate a higher per pupil amount to higher poverty schools.	**School Allocation**: The school's allocation is based on the number of low-income children in the school. A district may use "banding" as a way to allocate a higher per pupil amount to higher poverty schools.
Eligible Children: The school identifies children who are failing or most at risk of failing to meet the academic expectations and having greatest academic need for special assistance.	**Eligible Children**: The school is not required to identify particular children. All children are to be provided the opportunity to meet the academic expectations.
Needs Assessment: The school must conduct a needs assessment to determine children who are failing or most at risk of failing to meet the academic expectations. The needs of all age/grade levels must be assessed including incoming entry level students. The children who are in greatest need of assistance are provided Title I services.	**Needs Assessment**: A school must conduct a comprehensive needs assessment of all children in the school based on their performance toward meeting the academic expectations. A comprehensive needs assessment must be based on multiple, objective, educational data. The needs of all age/grade levels must be assessed, including incoming entry level students. If the school completes a school transformation plan, the needs assessment data may be used for the schoolwide program.

Requirements: The program in a targeted assistance school must: ▸ Focus resources to help **Title I students** meet the academic expectations; ▸ Improve achievement of Title I children based on effective means; ▸ Ensure planning for served students is incorporated into existing school planning time; ▸ Use effective instructional strategies that give primary consideration to increasing amount and quality of learning time, provide accelerated, high quality curriculum, including applied learning and **minimizing** removing children from the classroom; ▸ Be coordinated with and support the regular educational program in providing an enriched and accelerated curriculum; ▸ Provide instruction by highly qualified professional staff; ▸ Provide opportunities for high quality professional development.	**Requirements**: The schoolwide program must: ▸ Impact the entire educational program of the school; ▸ Provide opportunities for **all students** to meet the academic expectations (assistance must be provided to students not meeting the academic expectations); ▸ Implement professional development activities that will: - ensure instruction is provided by highly qualified professional staff - use effective instructional strategies - increase the amount and quality of learning time - meet the educational needs of historically underserved populations, including girls and women; ▸ Increase parental involvement; ▸ Be coordinated/involved with other programs.
Instructional Assistants: In a targeted assistance school, the Title I instructional assistants (and teachers) must provide services that directly benefit the Title I students. Instructional assistants must: ▸ Possess the knowledge and skills sufficient to **assist participating children** in meeting the academic expectations; ▸ Have a secondary school diploma, or its recognized equivalent; ▸ Be under the direct supervision of the classroom teacher responsible for the students being served; ▸ Be included in professional development activities when feasible.	**Instructional Assistants**: In a schoolwide program, Title I funded instructional assistants (and teachers) may work with all students. Instructional assistants must: ▸ Possess the knowledge and skills sufficient to **assist all children** in meeting the academic expectations; ▸ Have a secondary school diploma, or its recognized equivalent; ▸ Be under the direct supervision of the classroom teacher; ▸ Be included in professional development activities when feasible.
Evaluation: Use the KIRIS accountability system to determine if students are making progress toward Kentucky's academic expectations.	**Evaluation**: Use the KIRIS accountability system to determine if students are making progress toward Kentucky's academic expectations.

What's Working in the Trenches

Real Schoolwide Change Comes Only When You Have a Process

The staff at Cox Elementary School in Dade City, Florida, had a wonderful philosophy about children. They had a great vision for education. They worked hard and cared a lot. But they couldn't raise the achievement levels of their students - 96 percent of whom are low income and 81 percent "minority."

Then they realized what was missing from their efforts.

"There was absolutely no organization . . . no structure, no teaming," says Principal Linda Rodriguez, a Chapter 1 Schoolwide Project Network member. "We just didn't have a process to do what we wanted to do."

That was in 1988. "Today, Cox has a process for everything," says Rodriguez. That process is largely responsible for the school's being a winner in the 1994 Chapter 1 National Recognition Programs and being named a 1993-94 National Blue Ribbon School. It is what enabled the school to totally restructure itself with 41 major innovative programs.

"It would be inaccurate to state that the 41 programs caused our success," explains Rodriguez. "Our success is because of the *process* we use to make good decisions. Our programs work because they have been carefully chosen and assessed for *us* by *us*."

"We got to where we are," she continues, "because the process encouraged teaming which encouraged planning which encouraged inservicing which encouraged implementing which encouraged evaluating which produced successes which in turn encouraged the staff."

There are approximately 300 organizational tasks that Rodriguez completed to create "The Process" necessary to restructure Cox's schoolwide project. But here are some of the basics:

- **Gather information and discuss needs.** The principal asks students, teachers, noninstructional staff, parents and community businesses and organizations, "What can we do to better educate students?" Small representative groups work together to come to consensus on needs in areas such as parent and community involvement, teacher input, discipline, academic focus, student environment, financing, and teacher-staff support.

- **Decide on best strategies for change.** Students, staff, parents, and community members set goals and brainstorm new strategies and programs to meet assessed needs. Plus they explore options for funding the new efforts.

- **Develop a plan for implementation and assessment**. A goal dispersement plan and monitoring flow chart provide structure for carrying out school, district, state, and national goals. Goals are evaluated each March and consensus is reached on a revised plan. Committees also make revisions throughout the year.

- **Work the plan.** A staff Leadership Team meets every Monday to discuss agenda items that involve the whole school. Items needing team input are taken to the grade level teams on Tuesday for information, revision, or consensus. On Wednesday, grade-level team leaders bring anything needing further attention back to the Leadership Team. This team also assigns ad hoc teams to study issues brought up by students, staff, parents, or the community. There's also an ongoing Parent Advisory Council.

  Rodriguez believes so much in the need for planning and organization that she has just published a book on it titled, *Where Do We Begin: The Process*.

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Source: *network news* Volume 2, Number 2, December 1994 - January 1995

YEAR-LONG PLANNING PROCESS

The following timeline describes activities inherent in the role and responsibility of the schoolwide coordinator. This person may or may not be the Title I coordinator for the district. The following planning process is applied at the school level.

In the case where a school has gone through the process of developing a *School Transformation Plan*, the results of this plan may be used in the development of the schoolwide program plan.

OCT Communicate with and gain support of superintendent and other administrative staff. Clearly communicate that the schoolwide program is an important issue and ensure that everyone understands the advantages of a schoolwide program (including benefits to the school) – general and specific. Effective communication can facilitate the planning process. Emphasize the new direction for Title I evaluation and that a schoolwide program is likely to improve test scores overall. Prepare a 1-2 page information packet about schoolwide programs for the superintendent and other administrative staff.

OCT Discuss with the Title I coordinator all required components of a schoolwide program and necessary steps in the planning process. Clearly define what needs to occur. Address any factors such as political concerns, economic deprivation, allocations, needs of schools, timelines, etc.

OCT Communicate with and gain support of the principal. Meet with the principal several times, one-on-one. These meetings can be brief but must be informative. It is critical that the principal be supportive and knowledgeable in order to communicate effectively with school staff.

NOV The school council establishes an initial schoolwide planning committee as a standing committee. Membership must include representatives of the community, teachers, principals, parents of children enrolled in the school, other staff such as counselor or librarian, and in secondary schools, students.

NOV Conduct initial meeting with entire school staff (certified and classified), including Title I coordinator and principal(s). This meeting should focus on the opportunity to become a schoolwide program, the planning involved, the components of a schoolwide program, and the benefits of such a program. At this point, the principal should be prepared to overcome complaints and/or obstacles and relay to the staff his/her support for the program, as well as set a positive tone for the planning process.

NOV-DEC Begin the needs assessment process (see Appendix A, Needs Assessment Guide for Title I Schoolwide Programs). This process should involve the planning committee members, the Title I coordinator, principal(s), or other appropriate individuals. Note that if the school completed a comprehensive needs assessment for the *School Transformation Plan* (STP), these results may serve as the needs assessment for the Title I schoolwide program.

The needs assessment process should include an analysis of the KIRIS data, including portfolio data, and any other student data that may indicate problem areas contributing to poor performance. Conduct at least two surveys – one for parents and one for staff -- to determine needs of the school. The planning committee may want to modify the sample questionnaires provided in Appendix A to address unique needs of the school. Use the Family Resource Center or other support groups to reach parents. Simultaneously, as committee members review student data, they should meet informally (one-on-one or in small groups) with staff, parents, community members to share some of the findings and gain input from their perspectives.

DEC The planning committee members review, compile, and analyze needs assessment data. Problems, needs, and/or concerns are identified and placed into general categories. Committee members discuss and prioritize categories of greatest need. Results are summarized and preliminary report is prepared to be shared and discussed with entire school staff, parents, community members, and LEA representatives. Conduct meeting to share needs assessment results, providing ample opportunity for feedback and discussion. Participants should be given an opportunity to identify possible reasons for concerns and/or problems and to cite any other evidence that may indicate other problem areas. Discussion may focus not only on concerns, but also strengths. This sharing time is essential for building consensus about areas of need. Some time should be spent brainstorming ideas about how identified problems could be addressed. The number of need categories should be limited so that resources are not spread too thinly. The identified categories of greatest need should be directly related to instruction. Some examples of such categories are curriculum alignment, technology, or writing.

JAN After thorough review of all student data and thoughtful consideration of feedback from the large-group meeting, committee members identify specific categories of need. For each category of need identified, a chairperson from the initial planning committee is selected (may be appointed by the school council or principal) to lead a subcommittee which will address the respective category of need. The chairperson should be the most knowledgeable and capable person in that specific area. All staff should be selected to serve on a subcommittee. Note that for each need category identified, there will be a subcommittee, thus a number of subcommittees will be working at the same time.

JAN-MAR Each subcommittee member should have a clear understanding of the mission. The committee is charged with the following activities -- research the category, brainstorm ideas, review best practices, visit model sites, survey all staff, examine various professional development programs, etc. (see Appendix B for possible resources). There should be ongoing communication between committee members and the school staff. Committees should meet weekly, if possible.

APR Each subcommittee compiles findings and prepares a preliminary report that outlines recommendations. Schoolwide components, required by federal law, are to be incorporated in each subcommittee report. Each subcommittee member, not just the chairperson, signs off on the recommendations.

Preliminary reports are shared with the whole school staff. Distribute to staff members a copy of each report before the whole-school staff meeting is held. During the meeting, the staff discusses findings, raises questions/concerns, and requests any revisions to preliminary plan. Ample time should be provided to build consensus on a vision for the schoolwide program -- leading to the development of goals and strategies. Subcommittee members should be prepared to justify why changes in instructional program may be needed, as well as the professional development necessary to address the changes. These types of concerns and/or problems can be major barriers to the planning process unless adequately resolved with supportive rationales.

APR-MAY The initial planning committee investigates any unresolved questions and/or concerns, and formalizes the proposed schoolwide plan, making necessary revisions. The planning committee reports to entire school staff. After the staff has had an opportunity to discuss the schoolwide program plan, a vote is taken to confirm consensus. If there is dissension, subcommittee members should be prepared to refocus the staff on the major benefits/advantages of implementing a schoolwide program. Emphasize that the proposed plan is not static and that planning is ongoing and will be modified as changes are necessary.

School council approves the schoolwide program plan.

The LEA (district Title I coordinator) must approve the schoolwide program plan before it is submitted to the state as a part of the Title I application.

ACTIVITIES DURING THE PLANNING YEAR

While planning a schoolwide program, the school operates a targeted assistance school program. Even though Title I services must directly benefit Title I students in a targeted assistance school, there are many activities a school may do as ongoing preparation for becoming a schoolwide program. Planning must include initiatives in systemic school reform.

The school may include the following activities in their planning year. These should be included in the school's targeted assistance plan mini-budget:

1. Professsional development for the entire staff on systemic school reform;

2. Professional development for the entire staff (teachers and assistants) on effective teaching/learning strategies (based on the needs assessment);

3. Timelines for implementing the teaching strategies (with follow-up activities for teachers/assistants);

4. Travel (and substititutes) for the committees to visit schools with effective programs based on needs identified through the needs assessment;

5. Stipends and refreshments for committee meetings and entire school meetings to plan and discuss changes in the current instructional program;

6. Meetings and refreshments with parents of children at the school and members of the community to discuss and receive input on the schoolwide program plan;

7. Experiment with instructional strategies to assist students in meeting higher standards.

ADDRESSING THE SWP COMPONENTS

The schoolwide program must be based on a comprehensive plan to reform the **total instructional program** in the school. During the planning process, the school must address the components required for the schoolwide program under Title I law. Use these questions to guide the school as it plans and develops its schoolwide program.

Schoolwide Program Components		SWP Plan: How is each component addressed?
1.	***Consultation***: The schoolwide program must be developed in consultation with the LEA over the course of a year with the involvement of the community to be served and individuals (teachers, principals, other staff, parents of children in the school, and students if high school) who will carry it out.	Over the course of a year, what and when has members of the community had input into the schoolwide program? What and when have those people carrying out the plan had input into the plan?
2.	***Needs Assessment***: Comprehensive needs assessment of all children in the school based on performance of children regarding the state standards.	What does the needs assessment show regarding all children's progress in meeting the academic expectations in all content areas (reading, math, science, social studies)?
3.	***Strategies for Schoolwide Reform***: Strategies in the plan must: ♦ provide all children the opportunity to meet the state's proficient and distinguished performance levels. ♦ are based on effective means of improving children's achievement, such as utilizing research-based teaching strategies. ♦ use effective instructional strategies which increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. ♦ meet the educational needs of historically underserved populations, including girls and women. ♦ address the needs of all children, particularly the needs of the target population of any program included in the SWP. Strategies may include counseling and mentoring services, comprehensive career development, enhancement of employability and occupational skills, career and college awareness and school-to-work transition services. ♦ address how the school will determine if such needs have been met. ♦ are consistent with state/local reform plans.	What strategies will be used by the entire school to reform the instructional program? All of these must be included.
4.	***Staffing***: Instruction by highly qualified professional staff.	How will the school assure that instruction will be delivered by highly qualified staff?

5.	***Staff Development***: High quality professional development for teachers and aides, and where appropriate, principals, parents, pupil services personnel, and other staff to enable all children in school to meet state standards.	What professional development will the staff receive to enable all children in the school to meet the academic expectations? What followup activities to professional development are planned to support instructional staff?
6.	***Parent Involvement***: Strategies to increase parent involvement, such as literacy services.	What strategies to increase parent involvement are planned?
7.	***Preschool Transition***: Plan for assisting transition for preschool children from early childhood programs such as Head Start, Even Start, or State-run preschool programs to local elementary programs.	How will the school assist in the transition from preschool to primary programs?
8.	***Decision-Making***: Measures to include teachers in decisions regarding use of additional assessments in order to provide information on and improve performance of individual students and overall instructional program.	What measures are being taken to assure teachers are included in decisions regarding the use of additional assessments?
9.	***Students Not Meeting Standards***: Activities to ensure that students having difficulty mastering standards get effective, timely additional assistance, teachers get periodic training in how to identify such difficulties and provide assistance (to extent feasible).	What assistance will students who are not meeting the academic expectations receive? What ongoing training will teachers receive to identify and address these student difficulties?
10.	***Teacher-Parent Conferences***: Teacher-parent conferences for any student who has not met standards.	What provision will be made for teacher-parent conferences for students not meeting the academic expectations?
11.	***Other Areas***: Besides incorporating the above components, the plan must also:	
♦	include a list of state, local and federal programs and describe how all funding sources will help implement components.	What programs will be included in the schoolwide program and how will they help implement the components?
♦	describe how the school will provide individual assessment results and interpretations of results to parents (those children who participate in assessments).	How will individual assessment results and interpretations of results be provided to parents?
♦	provides for collection of data on achievement and assessment results of students disaggregated by economically disadvantaged vs. non, disabled vs. non, Limited English Proficiency, by gender, major racial or ethnic groups.	What provisions will be made to collect and disaggregate achievement data and assessment results?
♦	where appropriate, be developed in coordination with programs under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied technology Education Act and the National Community Service Act of 1990.	If appropriate, how will the schoolwide program be coordinated with these programs?
♦	is revised and updated on an ongoing basis.	What provisions will be made to revise and update the plan on an ongoing basis?

Elements of Strong vs. Weak Schoolwide Program Plans

Strong Plan	Weak Plan
Target of schoolwide program is curriculum and instruction Problem area(s) targeted on basis of thorough, objective needs assessment Focus of plan relates directly to problem area(s) Improvement goal(s) are well-defined, based on results of needs assessment, and determined by consensus of all relevant parties	Target of schoolwide program is peripheral to curriculum and instruction Needs assessment weak, incomplete, not objective, based on only test scores Focus of plan "circumvents" real problem area(s) Improvement goal(s) vague, not consistent with results of needs assessment, determined by administrative mandate
Intensive, continuous staff development is planned to support improvement focus Strategies and activities for children and parents relate directly to improvement goal(s) Strategies and activities reflect effective, research-based instructional practices Strategies and activities are integrated and sustained	Staff development is a topical potpourri lacking follow through Strategies and activities reflect local preferences, availability, expertise, etc. No real effort to focus strategies/activities on improvement goal No close links between different strategies and activities; most are short term
Implementation continually monitored for problems, feedback, adjustments Administrative leadership/support to ensure initial and continuing plan operation Title I pervades the school program; Title I activities are for everyone; Title I is not segregated physically, nor are services provided only by coordinators and Title I teachers to low achieving students Specific uses of funds are explained and budget items directly relate to identified needs and program goals	No or weak provision for monitoring plan implementation Insufficient administrative leadership/support indicated Title I continues more or less as in the past with identified groups of children and sometimes a separate space Budget items listed with no or little explanation, no close links between budget and identified needs/program goals

IS YOUR SWP PLAN S.M.A.R.T.?

Directions: Use the following statements to guide a review of your school's schoolwide program (SWP) plan. Place a check beside any statement which is answered by the SWP team in a less-than-positive manner (e.g., "No," "I don't know," or "sometimes"). Each statement checked is a potential area for refining either the SWP plan or the SWP planning process to ensure that implementation/improvement efforts focus on changes that will have positive impact on children's achievement.

Is your plan:

Specific?

_____ The SWP goals are specific and clearly stated so that everyone understands what we want to do.

_____ Each SWP strategy is specific and sequential. It is clear what will be done and in what order things will occur.

_____ Each SWP tactic/activity specifies the detailed actions that must occur in order to accomplish the SWP strategies.

_____ The SWP tactics specify WHO (the lead person for each action is named), WHEN (the specific dates/timelines for each action) and WHAT (the necessary resources for each action).

Measurable?

_____ The SWP goals are measurable--we will know when each goal is met based on specific data or outcomes.

_____ The SWP tactics state an outcome (the result, product, or outcome signals that each action taken has been completed).

_____ The evaluation plan looks at the SWP activities (did we do what we said we would do?) and impact (is it making a difference for kids?).

Attainable?

_____ The overall SWP plan has a logical progression and a realistic chance for success.

_____ The SWP goals have a narrow enough focus to be manageable.

_____ The SWP strategies are sufficient in number to ensure each stated goal will be met.

_____ The SWP activities involve a variety of persons in implementing the plan--the responsibility for change does not reside with only one or two people.

Relevant?

_____ The SWP goals address important needs (based on the needs assessment/diagnosis).

_____ The SWP goals are important. They will, when achieved, make a difference for kids.

_____ The SWP goals reflect inwardly (on changes in Title I instructional practices) as well as outwardly (on program organization and support).

_____ The SWP strategies specify important approaches/areas that must be addressed to meet each goal.

_____ The SWP tactics/activities include ongoing opportunities for inservice and staff development that are directly related to helping staff implement change.

_____ The SWP plan has a direct link to improved student achievement.

Trackable?

_____ The formative evaluation plan sets several specific dates during the year to review data.

_____ The formative evaluation plan involves decision making to determine if the progress to date is satisfactory.

_____ The formative evaluation activities track accomplishment of SWP tactics and strategies.

_____ The formative evaluation plan involves a group meeting to review the summarized data.

_____ The formative evaluation plan focuses on "where we are now."

Appendix A

SCHOOLWIDE PROGRAM NEEDS ASSESSMENT GUIDE

SCHOOLWIDE PROGRAM NEEDS ASSESSMENT

OVERVIEW OF SCHOOLWIDE PROGRAMS

Definition: In a schoolwide program funds must be used to upgrade the entire educational program of a school.

A school that has at least 60% low-income for 1995-96 (50% for 1996-97) is eligible to **plan** a schoolwide program. During the 1995-96 school year, an eligible school that is planning a schoolwide program must conduct a comprehensive needs assessment as a part of their plan.

Those schools that are currently schoolwide programs must conduct a comprehensive needs assessment as a part of their new schoolwide program plan for 1995-96.

Eligible Children: The school is not required to identify particular children. **All** children are to be provided the opportunity to meet the learning goals/academic expectations.

Needs Assessment: A school must conduct a comprehensive needs assessment of all children in the school based on their performance toward meeting the learning goals/academic expectations. A comprehensive needs assessment must be based on multiple, objective, educational data. The needs of all age/grade levels must be assessed, including incoming entry level. Each school must conduct its own needs assessment. Each school should keep this data on file. The LEA should keep a copy of the school's summarized data.

1995-96 NEEDS ASSESSMENT PROCESS IN A SCHOOLWIDE PROGRAM

If the school completes a school transformation plan, the needs assessment data may be used for the schoolwide program.

Step 1. The school completes an analysis of the Curriculum Report, Accountability Report, Item Level Report and Portfolio Scoring to identify overall trends in student performance. All content areas (reading, mathematics, science, and social studies) should be examined. The results are recorded on the KIRIS Analysis Worksheet.

Step 2. Collect other needs assessment data to identify problem areas that affect student performance. Record applicable school data on the Additional Student Data Worksheet.

The School Transformation Planning Guidebook includes the following student data that may be reviewed:

1. Numbers served in ESS or other school programs.
2. Performance on school-made tests/exams.
3. Numbers enrolled in advanced placement classes.
4. Number of suspensions.
5. Detentions.
6. Number and types of parent support groups.
7. Number of parents attending parent conferences.
8. Existence of council committees and number of participants.
9. Extent of minority participation on council, committees and at school events.
10. Existence of parent-student handbook.
11. Census of children below school age who will be enrolling in the future.

Step 3. Survey teachers and parents to further identify and analyze needs. Identify needs that may be addressed through support services such as a counselor or librarian. Sample surveys are included.

Step 4. Analyze the data gathered in Steps 1-3 to identify student performance needs/problems. List identified needs under categories such as Preschool Program, Primary Program, Technology, Writing, Social/Health needs, etc. Prioritize the top categories of need. These categories of need become the basis for planning (or making changes in) the schoolwide program. Record needs on the Schoolwide Program Needs Assessment Analysis Summary sheets.

STEP 1
Worksheet for Analyzing KIRIS Data for Schoolwide Programs

When reviewing school summary data, all content areas (reading, mathematics, science, and social studies) should be examined. It is important to look for overall trends in student performance. School performance results based on one grade within a school can have implications for the total school instructional program. For example, if grade 4 results indicate poor performance in mathematics, school staff and parents may want to consider changes in the primary as well as the 4th grade mathematics program.

Use the **Assessment Curriculum Report** to complete the following questions:

1. Which content area(s) has the highest percent of students categorized as *Novice*?

   _____

   _____

2. Within the content area(s) identified above, which cluster(s) of academic expectations, or for reading which passage type(s), show the greatest percent of students categorized as *Novice*?

   _____

   _____

3. Do results indicate that within any content areas extreme gaps exist in terms of student performance of subgroup populations relative to gender, ethnicity, and Title 1/Non-Title 1? If so, which area(s)?

   _____

   _____

KIRIS Data Analysis
(continued)

Use the **Accountability Report** to complete the following questions:

4. Comparing consecutive year results, has performance in a given content area(s) dropped dramatically? If so, which area(s)?

_____

_____

5. Within the noncognitive area, are there indicators which appear to be negatively impacting student performance? If so, which ones?

_____

_____

Use the **Item Level Report** to complete the following questions:

6. Within the content area(s) identified in number 1, which **common** open-response items are most often scored as *zero*, *one*, or *two?*

_____

_____

7. After examining the **common** open-response items identified in number 6, list the academic expectations, concepts, and/or processes reflected in these items.

_____

_____

_____

_____

_____

KIRIS Data Analysis
(continued)

Use **additional data** to answer question #8. This data may include student responses to KIRIS **common** items; student work samples from other open-response items, performance events, portfolio entries, journals, teacher-made tests; results of teacher observations/conferencing, etc.

8. What instructional/curricular-related problem(s) appears to be a contributing factor toward the high percent of Novice students within the content area(s) identified in number 1? Cite evidence from the data to support the problem(s). (See further explanation below about possible types of problems.)

_____

_____

This additional data may reveal problems other than just content knowledge. For example, a high percent of Novice students identified in science may in fact reveal a problem in reading comprehension and mathematical problem solving, in addition to science content. Therefore, the Title I focus area may be identified as science with emphasis on reading comprehension and mathematical problem solving. Problem solving may refer to a student's ability to understand and employ mathematical problem-solving strategies, or it may refer to the student's ability to apply, analyze, synthesize, and evaluate information.

Here are some examples of situations that may indicate problems with reading comprehension, writing, problem solving, or reasoning.

Student responses that . . .

- are totally incorrect or irrelevant may indicate a problem with reading comprehension.
- demonstrate a completion of important components of the task and an understanding of the concept, but are not clearly communicated may indicate a problem with writing.
- demonstrate a basic understanding of the problem but an inappropriate use of a problem-solving strategy may indicate a weakness in problem solving.
- demonstrate an invalid explanation or conclusion in justifying an argument may indicate a weakness in analytical reasoning skills.

KIRIS Data Analysis
(continued)

Use the school's **writing portfolio scores** to complete the following questions:

9. After reviewing the writing portfolio scores, does it appear that students over all are making adequate progress toward the proficient level of performance? Explain.

_____

_____

10. Is further analysis of the writing portfolios needed? If so, complete an analysis of the portfolios and describe any patterns that may indicate strengths and/or weaknesses in the writing curriculum and/or instructional program.

_____

_____

Use the school's **mathematics portfolio scores** to complete the following questions:

11. After reviewing the mathematics portfolio scores, does it appear that students over all are making adequate progress toward the proficient level of performance? Explain.

_____

_____

12. Is further analysis of the mathematics portfolios needed? If so, complete an analysis of the portfolios and describe any patterns that may indicate strengths and/or weaknesses in the mathematics curriculum and/or instructional program.

_____

_____

SUMMARY - KIRIS Data Analysis

Based on the **results of the KIRIS data analysis**, the following are trends in student performance:

_____

_____

STEP 2
Additional Student Data

Collect other needs assessment data to identify problem areas that affect student performance. If applicable, record school data on the following:

1. Number of students participating in ESS - list age/grade levels

   _____

2. Number of students enrolled in gifted, honors, or advanced classes - list age/grade levels

   _____

3. Number of detentions - list age/grade levels

   _____

4. Number and types of parent support groups

   _____

5. Number of scheduled conferences held and number of parents attending

   _____

6. Type of school committees and membership representation (teachers, parents, students etc.)

   _____

7. Extent of minority participation on council, committee, and at school events

   _____

8. Types and frequency of communication with home

   _____

9. List the types of activities for which parents regularly visit the school

   _____

Additional Data
(continued)

Answer # 10 only if school is currently operating a schoolwide project and completing its 3rd year of project implementation. This data will substitute for the 3rd year evaluation requirement.

10. Summarize the results of student achievement data, e.g., desired outcomes, diagnostic tests, promotion rates, etc.

_____

_____

_____

11. Record any other pertinent school data here. Include strengths as well as weaknesses.

_____

_____

_____

_____

SUMMARY - Additional Student Data

Based on the additional data collected, the following problem areas may affect student performance:

_____

_____

_____

_____

_____

STEP 3
Surveys

Teacher Questionnaire

1. What age/grade level(s) do you teach?_____

2. Rate in order your top four choices to show how likely assistance would lead to success in school for students not achieving as expected. Rank 1 beside your top choice, 2 beside your second, etc.

   a. ___extra instruction beyond school day
   b. ___extra instruction beyond school week (Saturday)
   c. ___extra instruction beyond school year (summer)
   d. ___extra library instruction
   e. ___extra social work assistance
   f. ___extra student counseling (general)
   g. ___help to increase self-confidence
   h. ___help to increase self-esteem
   i. ___help to increase social skills
   j. ___help to increase study skills
   k. ___working with students in the home
   l. ___working with parents in the home
   m. ___other (please indicate)_____

3. If an instructional resource staff member were available to the school for assistance, rate the following areas in order of priority, with 1 being the greatest need.

   a. ___Writing
   b. ___Problem Solving
   c. ___Integrated Learning
   d. ___Technology
   e. ___Other (please indicate)_____

4. Based on your experience with students, what are the major barriers to student learning?

   _____

5. What alternative strategies could the school employ to diminish these barriers, thus providing greater opportunity for all students to reach the proficient level of performance?

   _____

STEP 3
Surveys

Parent Questionnaire

1. What age/grade level is your child(ren)? _____

2. Rate in order your top four choices to show how likely assistance would lead to success in school for students not achieving as expected. Rank 1 beside your top choice, 2 beside your second, etc.
   a. ___extra instruction beyond school day
   b. ___extra instruction beyond school week (Saturday)
   c. ___extra instruction beyond school year (summer)
   d. ___extra library instruction
   e. ___extra social work assistance
   f. ___extra student counseling (general)
   g. ___help to increase self-confidence
   h. ___help to increase self-esteem
   i. ___help to increase social skills
   j. ___help to increase study skills
   k. ___working with students in the home
   l. ___working with parents in the home
   m. ___other (please indicate)_____

3. In what ways can school staff improve communication to you relative to: important dates and events, your child's academic progress, etc?

   _____

4. The Kentucky Education Reform Act (KERA) has brought about major changes in the way students are taught. Below is a list of topics related to the KERA components. Please rate these topics, according to your need to better understand them, in order of priority with 1 being your top choice.

   a. ___Preschool Program
   b. ___Primary Program
   c. ___Learning Goals and Academic Expectations
   d. ___Technology
   e. ___KIRIS Assessment (open-response questions, portfolios and performance events)
   f. ___School-Based Decision Making

5. What can school staff do that might enable you to become more involved with school programs and activities?

   _____

STEP 4
Schoolwide Program
Needs Assessment Analysis Summary

Analyze the data gathered through the KIRIS Data Analysis, Additional Student Data, and Surveys. Respond to the following:

1. List student performance needs/problems under the appropriate categories. (These are sample categories with examples of student needs.)

Preschool Program	**Primary Program**	**Learning Goals/ Academic Expectations**	**Technology**
1. (such as: currently serving less than 1/2 of preschoolers)	1. (such as: difficulty integrating Entry level into Primary Program)	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
Curriculum Alignment (open-response questions, portfolios, performance events)	**Writing**	**Problem Solving**	**Social/Health**
1. (such as: high percent of novices in science)	1. (such as: writing in content areas)	1.	1. (such as: high percent of students with nutritional needs)
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
Other	**Other**	**Other**	**Other**
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

SWP Needs Assessment Analysis
(continued)

2. Based on question #1, identify and prioritize the top category(s) of need:

1._____ 3._____

2._____ 4._____

INITIAL PLANNING

The top category(s) of need becomes the basis for planning (or making changes in) the schoolwide program. Before the next section is completed, the school should form committees based on the categories of need. Each committee can then research the need and make recommendations/changes for the focus of the schoolwide program. There should be ongoing communication between the committee and the staff as recommendations are formulated.

3. For the top category(s) of need, list changes in the school's instructional program which will assist in the alignment between what currently exists and what is needed to improve student performance.

Need:	**Need:**	**Need:**	**Need:**
Change:	Change:	Change:	Change:
Change:	Change:	Change:	Change:
Change:	Change:	Change:	Change:

4. List professional development programs (or followup activities) that will support staff in implementing these changes/recommendations.

_____

_____

SWP Needs Assessment Analysis
(continued)

5. How will parents be involved in the implementation of these changes?

_____

_____

6. List goals which will focus the school on implementing these changes/recommendations.

_____

_____

_____

_____

7. List activities and timelines which will help accomplish each goal.

_____

_____

_____

_____

Appendix B

RESOURCES:

CURRICULUM & ASSESSMENT, PRESCHOOL, SBDM, AND OTHER PUBLICATIONS

RESOURCES

CURRICULUM and ASSESSMENT

Articles:

"Pieces that Bring it all Together," *Kentucky Teacher*, Aug 1994, pp. 10-11.

"Keys to Higher KIRIS Scores," Bonus Pullout Section, *Kentucky Teacher*, Dec 1994/Jan 1995.

"KIRIS Assessment Annotated Items," *Kentucky Teacher*, Feb 1995, pp. 10-11.

WRITING

REGION	MODEL PROGRAMS (WRITING)	PUBLICATIONS OR OTHER RESOURCES
Region 1	Caldwell Co. Middle-Writing Portfolio Livingston Central HS-Writing Across the Curriculum & School Communication Connection Paducah Ind. Schools-ESS Barkley Elem.-Ft. Campbell-Primary Christian Co.-Districtwide Plan Henderson Co.-Technology Henderson Co.-Bend Gate Elem.-Technology Henderson Co.-South Jr. HS-Parents & Community	KET Workshop Series KET Scoring Trng. Series Teacher Handbook Parent Handbook

REGION	MODEL PROGRAMS (WRITING)	PUBLICATIONS OR OTHER RESOURCES
Region 2	Warren Co.-Rich Pond Elem.-Writing Prog. Portfolios (grants)-Teacher Publication of Prompts Warren Co.-Briston Elem.-Primary Prog. (KELP)-Team approach-Betty Lou Smith-Ky. Elem. Principal of the Year Larue Co.-District Plan Simpson Co.-Simpson Co. Elem. & Middle Schools-Districtwide-ESS and Parent Communication Relations Bowling Green JHS-Technology & Musical Computer Lab Hardin Co.-North Hardin HS & Central Hardin HS-ESS-Innovative Grants & HS Restructuring Butler Co. HS- HS Restructuring	KET Workshop Series KET Scoring Trng. Series Teacher Handbook Parent Handbook Letters to the Reviewer (4th grade) principals-Larry Blankenship
Region 4	Bellevue Ind.-Grandview Elem.-ESS Kenton Co.-Taylor Mill Elem.-Primary Writing Oldham Co.-Crestwood Elem.-Teacher Conferencing Plan-Primary & 4th Grade Oldham Co.-South Oldham HS-High School Writing Program	KET Workshop Series KET Scoring Trng. Series Teacher Handbook Parent Handbook
Region 6	Whitley Co.-Terry Skinner-Title I Schoolwide Program Wayne Co.-Geneva Cooper-Title I (Full-time Writing Resource Teacher and Handbooks Developed)	KET Workshop Series KET Scoring Trng. Series Teacher Handbook Parent Handbook

REGION	MODEL PROGRAMS (WRITING)	PUBLICATIONS OR OTHER RESOURCES
Region 7	Boyd Co.-Catlettsburg Elem.-Innovative Scheduling; Instruction for Developing Writing/Mathematics Portfolios for grades 4 & 5 Carter Co.-West Carter HS-3 Univ. Writing Projects & Aligning L/A Curriculum guided by Linda Edwards Lewis Co.-Lewis Co. HS-Univ. Writing Project-Diane Johnson-Writing/Science and Science Portfolios	KET Workshop Series KET Scoring Trng. Series Teacher Handbook Parent Handbook
Region 8	Pikeville Ind.-Senior Peer Tutoring Programs Title I Teachers as Resource Teachers in many schedules Jones Fork Elem.-Knott Co. Leslie Co.- Leslie Co.Middle-Adopted Whole Language Program Breathitt Co.-Sebastin Middle-Help w/Writing and Mathematics Portfolios Breathitt Co.-LBJ Elem.-Title I Schoolwide Program-Resource Teachers in Writing and Mathematics; Work with gr. 3 & 4 using Technology Breathitt Co.-Roussau-Primary-Multi-Age K-6; Integrated Title I into this program	KET Workshop Series KET Scoring Trng. Series Teacher Handbook Parent Handbook KWP KRA/IRA Technology the Title I Reader Responses-Lea Parsons Reading Teacher Reading Journal English Journal Reading Recovery, Iowa City, IA

PARTNERSHIP FOR REFORM INITIATIVES IN SCIENCE AND MATHEMATICS (PRISM) -- Model Change Sites (MCS) and Assessment Development

REGION	MODEL PROGRAMS (PRISM)	PUBLICATIONS OR OTHER RESOURCES
Region 1	Calloway Co.-Calloway County Middle-1993-94 MCS-Development of Units of Study in Mathematics and Science-Integration of Technology into Instruction Christian Co.-Hopkinsville Middle-1993-94 MCS Providence Ind.-Broadway Elem.-1994-95 MCS	P-12 Mathematics and Science Performance and Portfolio Tasks and Training PRISM Assessment Development Cadre (Mathematics & Science)
Region 2	Larue Co.-Larue County Middle-1993-94 MCS-Mathematics Case Studies-Doris Jean Holleran Meade Co.-Stuart Pepper Middle-1994-95 MCS	
Region 3	Jefferson Co.-Noe Middle-1993-94 MCS-Development of Units of Study in Mathematics and Science-Integration of Technology into Instruction Jefferson Co.-Barret Traditional Middle-1994-95 MCS	
Region 4	Kenton Co.-Woodland Middle-1993-94 MCS-Development of Units of Study in Mathematics and Science-Complex Instruction Grant Co.-Grant County Middle-1994-95 MCS	

REGION	MODEL PROGRAMS (PRISM)	PUBLICATIONS OR OTHER RESOURCES
Region 5	Scott Co.-Georgetown Middle-1993-94 MCS Fayette Co.-Lexington Traditional Magnet-1993-94 MCS Jessamine Co.-Jessamine County Middle-1994-95 MCS	P-12 Mathematics and Science Performance and Portfolio Tasks and Training PRISM Assessment Development Cadre (Mathematics & Science)
Region 6	Madison Co.-Foley Middle-1993-94 MCS-Development of Units of Study in Mathematics and Science Pulaski Co.-Northern Middle-1994-95 MCS	
Region 7	Martin Co.-Inex Middle-1993-94 MCS Fleming Co.-Simons Middle-1994-95 MCS	
Region 8	Floyd Co.-James D. Adams Middle-1993-94 MCS-Mathematics & Science Integration Lee Co.-Lee County Middle-1994-95 MCS Pike Co.-Mullins Elem.-1994-95 MCS	

PRESCHOOL

REGION	MODEL PROGRAMS (PRESCHOOL)	PUBLICATIONS OR OTHER RESOURCES
Region 1	Calloway Co.-Preschool/Head Start Center	KDE - Preschool Documents: 1. Kentucky Preschool Self-Study (1994) (Quality program indicators across program funding types - KERA, PACE, Head Start, etc.) 2. KY Preschool Project - Technical Assistance Papers (1991) (for teachers - basics of classroom layout curriculum, parent involvement) Other: 3. Early Childhood Regional Training Centers (RTCs) provide most of the preschool training in the state - funded through KDE (IDEA).
Region 4	Covington Independent-Biggs Early Childhood Center (National Recognition for Title I in Preschool-Parent Involvement-NAEYC Accredited)	
Region 5	Anderson Co.-Preschool (NAEYC Accreditation/High-Scope Model) Bourbon Co.-Preschool/Head Start (Exemplary Parent Involvement and Services to all 4 yr. olds) Boyle Co.-Preschool (Family Literacy/Even Start)	
Region 6	Harlan Independent-Sunshine Center (Preschool/FRYSC/Child Care Combined) Lincoln Co.-Preschool/Head Start (Parent Involvement Mobile Units for Parent-Child Programs) Pulaski Co.-Preschool (Curriculum, PACE/Family Literacy)	

SCHOOL-BASED DECISION MAKING (SBDM)

Regional Service Center SBDM Staff:

Region 1	Martha Cessna	Region 5	Vince Mattox
Region 2	Brenda McGowan	Region 6	Betty Jo McKinney
Region 3	Dean Hite	Region 7	Gail Clark
Region 4	Connie Deats	Region 8	Layne Tackett

Printed Publications:

SYNERGY School-Based Decision Making Handbook; available for review at each school and school district office; call Susie Morrow at (502) 564-3421

"Common Agenda"; a bi-monthly KDE publication for school councils; call Cheri Meadows at (502) 564-4201

Facilitator's Guide to School-Based Decision Making; call KSBA at (800) 372-2962

Electing Parents to a School Council; Ky. Congress of Parents & Teachers (502) 564-4378

KASC Model School Council By-Laws; KASC (606) 238-2188

Videos: (call Division of Media Services at (502) 564-2000)

"Special Education and School-Based Councils" covers discussions of federal laws that school councils need to be aware of as they develop policies for their schools

"Voices of Change" covers a discussion of the school council concept and education reform goals for school-based decision making;

The following resources are available from The Prichard Committee for Academic Excellence: (606) 233-9849 or (800) 928-2111

"Kentucky School Councils: Leadership for Empowerment"

School-Based Decision Making: A Guide for School Council Members and Others Second Edition 1993

"Update on SBDM Law: Recent Changes and Clarifications, Parts 1 and 2"

"School Councils: How Do We Plan Our Work? Parts 1 and 2"

Other Resources:

Transformations: Kentucky's Curriculum Framework, Volumes I and II; available for review at each school and school district office

Kentucky Education Technology Planning Workbook; also available from school district technology coordinators

Kentucky School Laws Book; available for review at most schools and school district offices

School Health Services Manual; available for review in each school

Guidelines and Resources for Extended School Services

NDN Catalogue on Educational Programs that Work; call Janet Stevens at (502) 564-2672

"Purchasing Guide & Course Outlines for High Schools", available at your local district

The Wonder Years, Primary Program

State Regulations and Recommended Best Practices for Kentucky's Primary Program

Primary Thoughts: Implementing Kentucky's Primary Program

Kentucky Education Reform: Getting Ready for School, A Parent's Guide

It's Never Too Early to Start Building Blocks for Education: Preschool

Professional Development Integrated Series: Kentucky's Preschool Program

Kentucky Preschool Project: Technical Assistance Papers; Preschool Division (502) 564-7056

The "Eisenhower Program Resource Guide for Mathematics and Science"; call the Division of Program Resources at (502) 564-3791

Appendix C

TITLE I SCHOOLWIDE PROGRAM PLAN FOR LEA APPROVAL

TITLE I SCHOOLWIDE PROGRAM PLAN
for LEA Approval

(Section 1114 of Improving America's School Act of 1994)

SCHOOL_____ ALLOCATION_____

Directions: A current schoolwide program must develop a new comprehensive plan for reforming the total instructional program in the school in order to continue as a schoolwide. The questions should be answered disregarding the funding source, unless specified. Attach additional pages as needed to address a component, or attach appropriate pages of the school transformation plan that address a particular component. The LEA is responsible for approving the plan and must keep it on file.

1. **Consultation**

   Describe the involvement of the community and the individuals who will carry out the plan (teachers, principals, other staff, parents of children in the school and students if high school) in the planning of the schoolwide program. Include how the plan will be made available to the parents and community. Note: If the schoolwide program is not satisfactory to the parents, comments must be submitted with the plan to the LEA.

   _____
   _____
   _____

2. **Needs Assessment**

   Describe the needs assessment process used to assess the needs of all children in the school based on their performance toward meeting the academic expectations. Include the involvement of the community and the individuals who will carry out the plan. Include trends in student performance in all content areas (reading, mathematics, science and social studies) based on the results of the KIRIS data analysis.

   _____
   _____
   _____

3. **Strategies for School Reform**

   Describe the strategies that will be used by the entire school to reform the instructional program. Include the following in the description:

- How the instructional program of the entire school will provide all children the opportunity to meet the State's proficient and distinguished performance levels.
- How research-based teaching strategies will be utilized throughout the school, particularly to improve the performance of students scoring novice and apprentice.
- How the school will increase the amount and quality of learning time through programs such as an extended school year and before- and after-school and summer programs.
- How the school will provide an enriched and accelerated curriculum.

- How the school will meet the educational needs of historically underserved populations, including girls and women.

- How the school will address the particular needs of children who are targeted through any program (such as migrant) included in the schoolwide program and how the school will determine if the needs of these students are being met. Strategies may include counseling and mentoring services, comprehensive career development, enhancement of employability and occupational skills, career and college awareness and school-to-work transition services.

- If applicable, how the schoolwide program is consistent with and will help implement the school transformation plan.

_____
_____
_____

4. **Staffing**

Describe how the school will assure that instruction will be delivered by highly qualified professional staff.

_____
_____
_____

List all Title I funded personnel at the school including support personnel. Explain the need(s) that person will help address and the instruction/activity(s) that person will carry out.

Title I Funded Position (in FTEs)	Need(s) Addressed	Instruction/Activity(s)

5. **Staff Development**

Describe professional development (including followup activities) the staff will receive to enable all children in the school to meet the academic expectations.

_____
_____
_____

6. **Parent Involvement**

Describe strategies, such as family literacy services, planned to increase parent involvement.

_____
_____
_____

7. **Preschool Transition**

If applicable, describe how the school will assist in the transition from preschool to the primary program.

_____
_____
_____

8. **Decision-Making**

Describe how teachers will be included in decisions regarding the use of additional assessments, if any, to provide information on, and to improve, the performance of individual students and the overall instructional program.

_____
_____
_____

9. **Students Not Meeting Standards**

Describe the additional assistance students who are not meeting the academic expectations will receive. Include how the school will identify these students' difficulties on an ongoing basis and the periodic training for teachers on how to provide assistance to individual students. Note: This assistance is not just from the Title I funded staff.

_____
_____
_____

10. **Teacher-Parent Conferences**

Describe the provisions for teacher-parent conferences for students not meeting the academic expectations. These provisions should include what the school will do to help the student and what the parents can do to help the student. Note: This provision does not require the school to develop an individualized education plan (IEP) for each student. Nor does this provision relieve the school from the requirement under the IDEA to develop IEPs for students with disabilities.

_____
_____
_____

11. **Other Areas**

List all of the state, local and federal programs that will be included in the schoolwide program. Briefly describe how all funding sources (Title I and others) will help implement the schoolwide program.

Program/Funding Source	Description of How Program Will Help Implement the SWP

Describe how the school will provide individual student assessment results and an interpretation of the results to parents of children who participate in the state assessment. Describe the provisions to disaggregate data on the assessment results of students by economically disadvantaged vs. non, disabled vs. non, Limited English Proficiency, by gender, major racial or ethnic groups and to report the data to the public if statistically sound.

_____

_____

_____

If appropriate, describe how the schoolwide program will be coordinated with programs under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Education Act, and the National and Community Service Act of 1990.

_____

_____

_____

Describe how the schoolwide program plan will be revised and updated on an ongoing basis.

_____

_____

_____

12. **Mini-Budget**

List activities and corresponding amounts to be budgeted from Title I funds. The total must equal the Title I school allocation.

Budget Activity	Amount

Appendix D

CHECKLIST FOR LEA APPROVAL OF TITLE I SCHOOLWIDE PROGRAM PLAN

CHECKLIST FOR LEA APPROVAL OF TITLE I SCHOOLWIDE PROGRAM PLAN

Directions: The schoolwide program plan is approved by the LEA. Use this checklist to determine approval of a schoolwide program plan. If a question is answered with a "No," the school needs to expand on that particular component.

Schoolwide Program Plan for _____ School	**YES**	**NO**
1. **Consultation** Does the description indicate that the community and individuals who will carry out the plan (teachers, principals, other staff, parents of students and students if high school) were involved in planning the schoolwide program?		
Does the description include how the plan will be made available to parents and the community?		
If the SWP is not satisfactory to the parents, are parent comments submitted with the plan?		
2. **Needs Assessment** Does the description indicate that the needs of **all** children were assessed based on their performance toward meeting the academic expectations?		
Does the needs assessment include an analysis of KIRIS data?		
Does the district have a copy of the school's summarized data on file?		
3. **Strategies for School Reform** Does the description indicate that the entire school will be involved in reforming the instructional program? Does the description include the following:		
▸ How the instructional program of the entire school will provide all the opportunity to meet proficient and distinguished performance levels?		
▸ How research-based teaching strategies will be utilized throughout the school (particularly to improve the performance of students scoring novice and apprentice?		
▸ How the school will increase the amount and quality of learning time?		
▸ How the school will provide an enriched and accelerated curriculum?		
▸ How the school will meet the educational needs of historically underserved populations?		
▸ How the school will address the particular needs of children who are targeted through any program included in the schoolwide program?		

▸ If applicable, how the SWP is consistent with and will help implement the STP?		
4. **Staffing** Does the description indicate that instruction will be delivered by highly qualified professional staff?		
Are the Title I funded personnel based on identified needs?		
Are the Title I funded personnel in addition to SEEK/local funded staff?		
5. **Staff Development** Are the professional activities appropriate to enable all children in the school to meet academic expectations?		
Are appropriate followup activities included?		
6. **Parent Involvement** Are strategies to increase parent involvement appropriate?		
7. **Preschool Transition** If applicable, is the transition from preschool to the primary program appropriate to meet student needs?		
8. **Decision-Making** Does the description indicate how teachers will be involved in decisions regarding the use of additional assessments?		
9. **Students Not Meeting Standards** Does the additional assistance for students who are not meeting the academic expectations seem adequate?		
Does the description include how these students' difficulties will be identified on an ongoing basis?		
Does the description include training for teachers on how to provide assistance to individual students?		
10. **Teacher-Parent Conferences** Are there provisions for teacher-parent conferences for students not meeting the academic expectations?		
Do the provisions include what the school will do to help the student and what the parents can do to help the student?		
11. **Other Areas** Are all of the state, local and federal programs that will be included in the SWP listed?		
Do the descriptions indicate how the programs will help implement the SWP?		
Does the description indicate how the school will provide individual student assessment results and interpretation to parents of children who participate in the state assessment?		

Are there provisions to disaggregate data and report the data to the public?		
If appropriate, does the description indicate how the SWP will be coordinated with School-to-Work, Perkins Vocational and the National And Community Service programs?		
Does the description specify how the plan will be revised?		
12. **Mini-Budget** Are the Title I funded staff reflected in the mini-budget?		
Does the mini-budget include activities based on the needs assessment to reform the instructional program of the school?		
Does the total equal the Title I school allocation?		
Areas to Check to Maintain Compliance		
Is there documentation that a school operating a SWP using Title I and funds from other programs shall not be relieved of statutory and regulatory requirements applicable to those programs relating to (1) health and safety; (2) civil rights; (3) gender equity; (4) participation and involvement of parents, teachers and other educational personnel; (5) private school children; (6) maintenance of effort; (7) comparability of services; (8) use of Federal funds to supplement, not supplant non-federal funds; (9) distribution of funds to SEAs and LEAs?		

Appendix E

TITLE I SCHOOLWIDE PROGRAM PLAN FOR SEA APPROVAL

TITLE I SCHOOLWIDE PROGRAM DESCRIPTION
for SEA Approval

(Section 1114 of Improving America's School Act of 1994)

SCHOOL_____ ALLOCATION_____

Directions: A new plan for a current schoolwide program is approved by the LEA. The school must also complete this separate description of the schoolwide program to be sent the SEA as a part of the district plan. Attach additional pages as needed.

Needs Assessment

Summarize the comprehensive needs assessment of all children in the school.

_____

_____

_____

Strategies for School Reform

Summarize the strategies that will be used by the entire school to reform the instructional program. Include how the schoolwide program will help implement the school transformation plan.

_____

_____

_____

Staffing

List all Title I funded personnel at the school including support personnel. Explain the need(s) that person will help address and the instruction/activity(s) that person will carry out.

Title I Funded Position (in FTEs)	Need(s) Addressed	Instruction/Activity(s)

Staff Development

Summarize professional development (including followup activities) the staff will receive.

_____

_____

_____

Parent Involvement

Summarize parent involvement activities planned.

_____

_____

_____

State, Local and Federal Programs Included in the Schoolwide Program

List all of the state, local and federal programs that will be included in the schoolwide program. Describe how all funding sources (Title I and others) will help implement the schoolwide program.

Program/Funding Source	Description of How Program Will Help Implement the SWP

Mini-Budget

List activities and corresponding amounts to be budgeted from Title I funds. The total must equal the Title I school allocation.

Budget Activity	Amount

Appendix F

ARTICLE:

When School Restructuring Meets Systemic Curriculum Reform

Brief to policymakers

By Permission of Wisconsin
Center for Education Research

When School Restructuring Meets Systemic Curriculum Reform

Fred M. Newmann and William H. Clune

Policymakers face a throng of proposals to improve education: chartered schools, school choice, new systems of testing, year round schools to name a few. While the merits of each initiative should be considered, policymakers must also assess how one reform relates to another. Examining the connections helps to minimize inefficiencies when separate interventions contradict one another or operate in isolation. Education policy should be crafted to support a set of mutually beneficial reforms.

We examine here the relationship between two initiatives: school restructuring and systemic curriculum reform. School restructuring tends to focus primarily upon process–the roles and rules that govern how educators and students function in schools. Systemic curriculum reform concentrates more directly on content and curriculum across a range of schools.[1] We describe the main features of each initiative, and consider both the promise and limitations systemic curriculum reform holds for school restructuring.

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School Restructuring

School restructuring can include any number of departures from conventional practice that fundamentally change the roles of teachers, administrators, students, and parents working with schools.[2] Some notable innovations include school-based management; team teaching across grades or disciplines; longer class periods meeting fewer times per week; replacing ability grouping with heterogeneous classes; replacing Carnegie units with outcomes-based assessment.

School restructuring differs from prior reforms in several appealing ways. It invites fundamental redesign of teaching and learning to address the underlying causes, rather than the symptoms, of low quality education. It recognizes the importance of building school-wide vision and capacity to identify and solve problems, rather than adopting one project after another to placate separate interests within the school. It understands that for reforms to work, school staff must be committed and that commitment arises largely through a participatory and collegial school organization, not a top-down hierarchy.

In its search for new approaches, however, school restructuring itself raises new problems. Teaching responsibilities broaden, calling for a host of commitments and competencies in such new roles as instructional coach, curriculum team member, entrepreneur to build new programs, student advisor/confidant, and participant in organizational decision-making. Few teachers have been formally prepared to perform well in these diverse roles.

Second, the attention to governance, collaborative professional interaction, and student need for social support can easily divert staff energy away from critical issues in curriculum and instruction. By involving teachers in numerous activities other than teaching a common curriculum, school restructuring can diminish attention from important curricular issues

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Systemic reform promises to provide the new "beef" or substantive content to replace superficial curriculum coverage and tedious instruction in basic skills.

Finally, when teachers do focus on improving curriculum and instruction, they often confront three problems that school restructuring alone cannot solve: (a) disagreement within the school on how and what to teach; (b) lack of curriculum materials that offer challenging academic content engaging for culturally diverse and at-risk students; and, (c) district or state policies in curriculum, assessment, teacher preparation, or staff development that hinder the school's efforts to improve curriculum and instruction.

Whether school restructuring will contribute improved, high quality curriculum seems to be an open question. How can systemic curriculum reform help restructured schools to resolve these problems?

Systemic Curriculum Reform

According to advocates of systemic reform, the institutions that most influence curriculum and instruction in schools are colleges and universities that prepare teachers; state agencies that license teachers; regional agencies that issue regulations on curriculum, testing, and staff development; producers of tests and instructional materials; and staff development organizations.[3] Yet these organizations are not coordinated to support high quality, challenging curriculum. Suppose that a state developed high quality guidelines for curriculum content K-12. Publishers' texts, geared to a national market of different expectations, offer few resources to teach the intended material. The state's own university prepares novice teachers not to teach the state curriculum, but instead to pass courses in the academic disciplines and education that might even contradict the curriculum. The new state curriculum would likewise be ignored, or its aims undermined by producers of national tests. The systemic solution is to find a way of aligning the products and services of these organizations.

Reform of this sort needs to be developed through a state or broad regional framework, not school by school. Not only do schools lack authority and influence over the institutions which shape curriculum, but individual schools lack the technical capacity to develop comprehensive programs. It is the states' constitutional responsibility to provide all students equal access to high quality education.[4]

Systemic curriculum reform relies on resources and standards beyond the school, but proponents also recognize the dangers of centralized, top-down regulation. They insist that individual schools retain broad discretion over instruction. Systemic reform would provide substantive content through curriculum standards, instructional materials, assessments and staff development, but would refrain from prescribing details of classroom practice and school organization. Instead, it would present guidelines and resources for assessment, curriculum and staff development that individual schools could adapt. Teacher preparation institutions would align their instruction to the system's guidelines and resources.

The Promise of Systemic Curriculum Reform

Teachers in restructured schools often consider curriculum guides, published instructional materials, and tests woefully inadequate. They crave ideas for teaching academic subjects in ways that motivate culturally diverse students who they often feel have not been adequately prepared for the current grade level or course. Although individual teachers may work hard to develop new curriculum and tests, there is usually not enough time to reach solid consensus about the best curriculum, or to produce materials of sufficient quality to be validated by authorities beyond the school. And they worry that the knowledge and skills they teach will wither away for lack of reinforcement in subsequent curriculum.

Ideally, systemic curriculum reform would solve these problems by offering curriculum guides, instructional materials, and assessment tools impressive enough to stimulate greater staff consensus within schools. A longitudinal curriculum framework would permit teachers to assume certain student competence at entry and count on reasonable continuity in subsequent studies. Continuous access to staff development aligned with these resources would help teachers to use and adapt the curriculum to suit the special circumstances of their student body.

By providing such a framework, teachers would be free to think more productively about critical details of pedagogy which now receive almost no attention. In this sense, systemic reform promises to provide the new "beef" or substantive content to replace superficial curriculum coverage and tedious instruction in basic skills. The school restructuring process could then focus on delivering the content most effectively.

Limits of Systemic Curriculum Reform

Other nations such as Japan or Germany have already achieved alignment of curriculum, testing, and teacher preparation. These countries have an ambitious common curriculum for all students in primary school; almost no standardized

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testing, and a high degree of teacher commitment and cooperation in preparing lessons to teach the curriculum. School restructuring in the United States, however, raises at least four issues that systemic reform proposals have yet to resolve: (a) reaching broad consensus on curriculum goals; (b) overcoming economic and political obstacles to institutional alignment; (c) retaining sufficient autonomy for schools and teachers to cultivate professional commitment to systemic curriculum; and (d) offering staff development broad enough to improve the existing skills of teachers and address legitimate concerns beyond curriculum.

Systemic policy in other nations is supported by strong cultural and institutional consensus over curriculum content. But in the United States, longstanding disagreement over curriculum goals will probably continue. Reaching agreement will be complicated by persisting conflict between traditional and progressive visions of education.[5] For example, traditionalists emphasize the need for exposure to broad surveys of knowledge and basic skills, while progressives stress in-depth understanding and critical thinking of a smaller set of topics.

The second problem is how actually to achieve alignment at a state, regional, or national level. The producers of curriculum guidelines, instructional materials, tests, teacher education, and staff development include a variety of public and private organizations operating under different authority structures and incentive systems. Theoretically, a central state organization could conceptualize, produce, and deliver all the required goods and services. Or the state could conceivably create powerful economic incentives for existing organizations to align their work more closely to a state framework. One problem of depending upon the state for alignment is that democratic, interest-group politics often produce trade-offs, compromises, and incoherent policy. Coordinating the work of diverse, traditionally autonomous organizations, will ultimately depend

building sustained, serious commitment to a
ore challenging curriculum for all children.
ignment thus depends upon broad consensus.
How to arrive at consensus on and alignment
ward appropriate, *high quality* curriculum stan-
rds is another matter. Potential dangers of inad-
uate or even harmful systemic standards raise
: dilemma of centralized, top-down, versus
centralized, bottom-up reform. How will states
'e specific guidance but at the same time permit
:al schools and individual teachers enough dis-
tion and autonomy to respond to their unique
circumstances? The challenge is to strike a balance between two extremes. A highly specific and prescribed curriculum dampens local ownership, but a very general one with broad-ranging options, offers no definitive guidance.

Systemic curriculum reform concentrates appropriately on *curriculum*, but it must also recognize the existing skills and concerns of teachers. Most teachers are not prepared for the new content or pedagogy contemplated by systemic reform. For example, "teaching for understanding" in mathematics requires both a new way of thinking about math and a new, more participatory kind of teaching.[6] At the same time, teachers raise lots of questions related to curriculum implementation. How can the curriculum be taught to a heterogeneous group? How can I get students to talk constructively with one another about the curriculum? How can I keep all students up to date when at least 20% are absent each day? How can we get all members of our teaching team to buy in to the plan? How do I respond to parents who think the curriculum is either too regimented or too permissive? Where will I find time to respond thoughtfully to each student's writing? To implement high quality curriculum teachers need help with these and other issues arising out of the new roles they assume in restructured schools. Systemic reform thus confronts a twin challenge in staff development: providing training commensurate with the difficulty of the new material and simultaneously translating it to the broader needs of teachers in specific contexts.

Conclusion

Systemic curriculum reform has the potential to offer restructured schools a high quality curriculum, while school restructuring offers a process for building the teaching/learning environments capable of supporting such a curriculum in diverse school communities. To reach this potential, policymakers must develop consensus around an inspiring vision of educational content and deliver the resources necessary for substantial change. School restructurers must focus on curriculum and confront problems with implementing a new, challenging vision of teaching and learning. Equity is an important common concern for both policy and practice because of the promise and perils of high standards for an increasingly diverse population of students.

Policymakers must develop consensus around an inspiring vision of educational content and deliver the resources necessary for substantial change.

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Endnotes

1. See Clune, W. H. (1990). Educational governance and student achievement. In W. H. Clune & J. F. Witte (Eds.), *Choice and control in American education. Vol. 2. The practice of choice, decentralization and school restructuring* (pp. 391-423). Philadelphia: Falmer Press.

2. See Murphy, J. (1991). *Restructuring schools: Capturing and assessing the phenomena*. New York: Teachers College Press; and Newmann, F. M. (1991, Fall). What is a restructured school? A framework to clarify means and ends. *Issues in Restructuring Schools, No. 1*, Madison, WI: Center on Organization and Restructuring of Schools.

3. See Smith, M. S., & O'Day, J. (1991). Systemic school reform. In S. H. Fuhrman & B. Malen (Eds.), *The politics of curriculum and testing: The 1990 Yearbook of the Politics of Education Association* (pp. 233-267). Philadelphia: Falmer Press; and Smith, M. S., O'Day, J., & Cohen, D. K. (1990). National curriculum American style: Can it be done? What might it look like? *American Educator, 14*(4), 10-17, 40-47.

4. See Clune, W. H. (in press). New answers to six hard questions from *Rodriguez*: Ending the separation of school finance and educational policy by bridging the gap between wrong and remedy. *Connecticut Law Review, 24*(3), 1-42; Smith, M. S., & O'Day, J. (1991). Educational equality: 1966 and now. In D. Verstegen (Ed.), *Spheres of justice in American schools: 1990 Yearbook of the American Educational Finance Association* (pp. 53-100). New York: Harper & Row; and Smith, M. S., & O'Day, J. (1991). Equality in education: Progress, problems and possibilities (RB-07-6/91). New Brunswick, NJ: Rutgers University, Consortium for Policy Research in Education.

5. See Newmann, F. M. (in press). Beyond common sense in educational restructuring: The issues of content and linkage. *Educational Researcher*.

6. See Cohen, D. K. (1990). Revolution in one classroom: The case of Mrs. Oublier. *Educational Evaluation and Policy Analysis, 12*(3), 311-329.

Credits

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